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ABSTRACT

This packet of learning objectives is one in a series of materials for use with career ladder students in the Middletown, Connecticut, Public Schools. Career ladder students are those ranging from trainable mentally handicapped to educably mentally handicapped, learning disabled, and the high-risk dropout in the regular education program. The packet contains learning objectives that should be completed by these students. Objectives are grouped into the following categories: independent living, transportation, career exploration, safety, job seeking, interviewing, keeping a job, job advancement, consumer skills, life-style, and future trends. Addenda to the packet include a program of remedial arithmetic for career ladder students and materials for use with out-of-school Job Training Partnership Act participants (a career ladder instructional guide, an assessment guide, and a computer software index). (KC)

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CAREER LADDER: CORE CURRICULUM

MIDDLETOWN PUBLIC SCHOOLS

MIDDLETOWN, CONNECTICUT

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INTRODUCTION

This packet is one in a series of materials available for use with Career Ladder students. These materials are available in the Cooperative Work Education and the Adult Education offices of the Middletown Public Schools.

Project materials include the Career Ladder Core Curriculum and the J.T.P.A. Addendum; the Career Ladder Assessment Manual; and the Career Ladder Training Packets.

Additional materials available to this program are curriculum guides for Career Exploration, CWE-DO and various vocational classes.

Persons wishing assistance in implementing this program should contact Arthur Muldowney, Middletown Public Schools, 311 Hunting Hill Avenue, Middletown, CT 06457.

To the teacher:

These objectives were designed to be an enhancement of the traditional Career Exploration curriculum which, you will note, is referred to throughout the program. The major thrust of these objectives is to provide you with those which are most applicable to the high-risk population served by the Career Ladder Program. Objectives and materials are designed to meet the needs of students ranging from Trainable Mentally Handicapped, Educably Mentally Handicapped, Learning Disabled, and the high-risk dropout in the regular education program.

A separate listing of available materials, cross-referenced to specific objectives, is available. The materials listed here are listed generally and are likely not the only materials available to meet the needs of the students. Indeed, you will probably encounter students with specialized problems whose materials needs are different from those listed here.

Many, if not most, students will have fulfilled the objectives in the Work/Study Program. The objectives here are intended to concentrate on interpersonal skills and future job possibilities, which are two areas in which the "typical" Career Ladder student is lacking. Surveys of employers and students in the literature show that the reason many of these students lose jobs is not because of poor skills but because of lack of effective interpersonal skills. Many of these students perceive that they will be relegated to "dead end" jobs with no hope for advancement. It is hoped that this curriculum helps to address the needs of these students.

Materials labeled with the number 1 indicate regular curricular texts and workbooks. The number 2 indicates low reading level texts and workbooks. The number 3 shows media and materials other than texts and workbooks. The number 4 will be used for TMR training materials.

I. INDEPENDENT LIVING

The student will provide him/herself with food, clothing, shelter and recreation.

A- select and prepare nutritional meals independently.	A-1. Home instruction/Foods course 2. Lifeschool 3. Modern Cons. Ed. : Ed. Design
B- select and prepare nutritional meals with assistance.	B-1. same as above
C- select and purchase appropriate and seasonal clothing independently.	C-1. same as above
D- select and purchase appropriate and seasonal clothing with assistance.	D-1. same as above
E- locate and secure appropriate housing independently.	E-1. in-class instruction 2. Lifeschool 3. Consumer Skills - Pitman 4. Modern Consumer Ed: Ed Design
F- locate and secure appropriate housing with assistance.	F-1. NA 2. Lifeschool/in-class instruction 3. Modern Cons. Ed. : Ed Design
G- understand housing terms (rent, lease, mortgage, closing, utilities, etc.)	G-1. Career Expl. text 2. Lifeschool
H- participate in appropriate recreational activities (exercise, clubs, hobbies, organizations, etc.)	H-1. Career Expl. text 2. Lifeschool
I- manage personal finances.	I-1. a. Career Expl. text b. Modern Cons. Ed. : Ed Design 2. Lifeschool

I-B TRANSPORTATION

The student will use public transportation independently.

A- The student will demonstrate the ability to 1 - 12 for (bus, subway, train, plane, limo. and rented vehicles).

A.1. Career Expl. text
2. Lifeschool
3. You Can Get There From Here/Media

1. locate terminals and stops.
2. determine departure and arrival time.
3. approximate departure and arrival time.
4. determine cost.
5. identify proper vehicle.
6. accurately read schedule.
7. check/pick-up baggage.
8. purchase ticket(s).
9. make reservations.
10. determine and select class or travel codes.
11. get necessary documents and immunizations.
12. determine most reasonable and economical mode of travel.

B- The student will use private transportation independently (new/used vehicles, leased vehicles, company vans, ride sharing, etc.).

The student will demonstrate the ability to:

1. Select new or used vehicles
   a. select options

B.1. Career Expl. text
2. a. Modern Cons. Ed. : Ed Design

b. compare standard equipment
c. trade-in allowances
d. estimate total cost (taxes, fees, etc.)

2. Vehicle maintainance costs
a. fees (emission, registration)
b. title
c. license
d. insurance
e. depreciation
f. service clubs (AAA, etc.)
g. operating expenses (fuel, etc.)

3. Travel information
a. distance/time/fuel
b. cost (tolls, meals, lodging)

b. Life Skills Driving: " "

3. Driver's Education Course

II. CAREER EXPLORATION

The student will evaluate own job skills strengths and determine interest areas for career potentials.

A- job clusters to determine own areas of interest.

ASSIGNMENT

A-1. Succeeding in the World of Work, text.
Chapter 5- "Understanding Yourself"

2. a. Entering the World of Work, text.
b. Lifeschool- Book 1.
c. Exploring Careers/Ed. Design.

3. a. Atkins Life Skills
b. Filmstrips - Ed Design/McKnight

4. How to find and apply for a job Chapter 1.

B- investigate career paths for cluster interest areas.

B-1.- 3. same as above
1. Succeeding in the World of Work Chapter 9- "Your Progress on the Job."

C- investigate interest areas including, but not limited to the following areas:
1. artistic
2. scientific
3. humanities
4. mechanical/industrial
5. business/sales
6. service/law enforcement
7. professional
8. leadership
9. athletic/movement
10. agriculture

C-1.- 3. same as above
1. SIWW- Chapter 6 "Researching Careers."

D- determine environmental preferences with regard to interest area selections.

D-1.- 3. same as above
1. SIWW- Chapter 7 "The Work Environment."
4. Learning Style Inventory/ preference inventories in text.

III. SAFETY

The student will demonstrate an awareness of safety procedures at home and on the job.

A- precautions needed to avoid accidents at home (frayed wires, overloaded sockets, etc.).	A-1. Career Expl. text 2. a. Modern Cons. Ed. : Ed Design b. Lifeschool 3. Filmstrips
B- awareness of emergency procedures at home (fire escape, poisoning, cooking, community emergency and/ or evacuation procedures).	B-1.- 3. same as above. 1. SIWW- Chapter 10 "Your Health and Safety."
C- precautions with unfamiliar persons seeking entry to the home.	C-1.- 3. same as above
D- precautions needed to avoid accidents on the job (safety procedures, proper clothing, etc.)	D-1.- 3. same as above
E- emergency procedures on the job (evacuation, safety equipment, etc.)	E-1.- 3. same as above

IV. JOB SEEKING

The student will show an awareness of resources available when searching for a job, and researching a career.

A- use help-wanted ads as a source of job information.	A-1. Career Expl. Text 2. a. Lifeschool b. Career Expl. Lifeskills/Ed Design 3. a. Filmstrips - Ed. Design/McKnight, etc. b. Atkins VCR 1. SIWW- Chapter 3 "Applying for a Job"

B- free services provided by the state and federal employment agencies, and school placement bureaus.	B-1.- 3. same as above
C- private employment agencies and how they function.	C-1.- 3. same as above
D- procedures involved in applying directly for jobs at personnel offices.	D-1.- 3. same as above
E- research appropriate education/ training needed for career choices.	E-1.- 3. same as above
F- research appropriate education/ training needed for career advancement.	F-1.- 3. same as above
G- determine his/her own abilities and desires when researching a career.	G-1.- 3. same as above
H- identify jobs traditionally held by men and women.	H-1.- 3. same as above 1. Sociology- Chap. 8 "Roles and Statuses in the Social Structure."
I- discuss how traditional jobs are changing for women and men.	I-1.- 3. same as above 1. Sociology- (ginn) Chap. 10 "Work Organization"
J- identify advantages and disadvantages of working in non-traditional career jobs.	J-1.- 3. same as above
K- identify problems faced by women who work (child care, harassment, pregnancy at work, etc.).	K-1.- 3. same as above 1. "The New Our Bodies, Ourselves" p. 84-92.

L- develop a resume including the following: career goal, education, job experience, life experience, etc.	L-1.- 3. same as above 1. Business English - part IV - "Getting a Job" - p. 248. Chap. 15 "Preparing Employment Communications."
M- write letters applicable to a job search (cover letters, inquiry, follow-up).	M-1.- 3. same as above
N- use telephone properly within a job search.	N-1.- 3. same as above
O- recognize the importance of the interview.	O-1.- 3. same as above
P- correctly complete all forms necessary in applying for a job.	P-1.-3. same as above 1. Bus. Eng. Chapter 15 1. How to Find and Apply for a Job - Chap. 3 and Chap. 4.

V. INTERVIEWING SKILLS

The student will demonstrate interviewing skills.

	1. HTFAAFAJ-Chapters 5 and 6.
A- have an appropriate appearance (clothing, grooming, body posture).	A-1. Career Expl. text 2. Lifeskills 3. a. Filmstrips|films - various b. Atkins VCR 4. Classroom Videotapes
B- will be prompt	B-1.- 4. same as above
C- will arrive independently	C-1.- 4. same as above

D- will have all necessary information on hand (working papers, personal information, social security number, health certificate, etc.). D-1.- 4. same as above

E- bring necessary materials (pen, pencil, forms, etc.) E-1.- 4. same as above

F- respond to interviewer's questions clearly, politely and honestly. F-1.- 4. same as above

G- be prepared to: G-1.- 4. same as above

1. introduce oneself
2. listen carefully
3. respond to personal questions
4. know about the company|organiz.
5. state most specific job goal.
6. inquire about the decision
7. fill out additional forms
8. etc.

H- be prepared to NOT: H-1.- 4. same as above

1. chew gum
2. smoke
3. bring friends
4. offer unasked information
5. slouch
6. place items on interviewer's desk.
7. ask personal questions of the interviewer
8. hang around
9. etc.

VI. KEEPING A JOB

The student will show understanding of the importance of good interpersonal relationships and work habits in order to keep a job.

A- will identify appropriate job behaviors (accepting differences, criticism, good listening habits, attending to task, following instructions, etc.).	A-1. Career Expl./Work Exp. text 2. a. Lifeschool b. Job Survival Skills/Ed. Design 3. a. filmstrips - Ed Design/McKnight b. Atkins VCR 4. a. Videotapes: On-the-job/ Classroom b. Classroom discussion
B- will identify positive job attitudes (cooperation, willingness to learn, enthusiasm, honesty, etc.).	B-1.- 4. same as above
C- recognize acceptable ways of dealing with problems.	C-1.- 4. same as above
D- demonstrate good work habits (dependability, productivity, accuracy, honesty, attention to task, etc.).	D-1.- 4. same as above
E- list the various fringe benefits commonly available (pension, vacation, medical, insurance, etc.).	E-1.- 4. same as above
F- discuss the advantages, disadvantages and responsibilities of belonging to a labor union.	F-1.- 4. same as above
G- identify the various taxes one must pay as a wage earner.	G-1.- 4. same as above

H- identify the various retirement options available (IRA, Social Security, company retirement, etc.). H-1.- 4. same as above

I- discuss innovative programs such as job sharing and flexible hours. I-1.- 4. same as above

J- identify problems faced by women with regard to collecting pension money, equal pay for equal work, etc. J-1.- 4. same as above

K- hypothesize possible situations involving sexual harassment and discrimination. K-1.- 4. same as above

L- hypothesize about possible dangerous assignments. L-1.- 4. same as above

M- hypothesize about potential legal problems encountered on the job. M-1.- 4. same as above

1. crime
2. pay (overtime, etc.)
3. benefits
4. firing/lay-offs
5. worker rights
6. age, sexual, and racial discrimination
7. environmental concerns (temperature, noise, etc.)
8. safety
9. etc.

N- hypothesize about potential problems with regard to personal conscience and moral convictions and job N-1.- 4. same as above

responsibilities.

O- hypothesize about distasteful job responsibilities and how to resolve that issue.

O-1.- 4. same as above

VII. JOB ADVANCEMENT

The student will identify and develop skills necessary for job advancement.

A- the purpose of probation at the beginning of a new job.

A-1. Career Expl. text
2. a. Lifeskills/Worktexts
b. Lifeschool
3. a. Filmstrips: Ed Design/McKnight
b. Atkins VCR
4. Classroom discussion

B- investigate future advances within the initial job selected.

B-1.- 4. same as above

C- identify education needed to advance on the job.

C-1.- 4. same as above

D- identify the nature and duration of experience necessary to advance.

D-1.- 4. same as above

E- identify job skills necessary to advance.

E-1.- 4. same as above

F- identify supervisory and/or management skills needed for advancement.

F-1.- 4. same as above

G- identify the job's ladder in lateral and verticle movements.

G-1.- 4. same as above

H- identify changes in location and/or company needed for career growth.

H-1.- 4. same as above

I- identify the potential for advancement with regard to female and minority promotions.	I-1.- 4. same as above

VIII. CONSUMER SKILLS

The student will demonstrate skills needed to make responsible consumer decisions.

A- identify terms related to income (payroll, wages, salary, deductions, commission, piecework, etc.).	A-1. a. Career Expl. text b. Consumer Math course 2. a. Lifeskills worktexts b. Lifeschool c. Modern Cons. Ed./Ed Design 3. Filmstrips: Ed Design/McKnight
B- identify one's rights and responsibilities as a consumer with regard to contracts, advertising, housing, negligence, etc.	B-1.- 3. same as above
C- compare and contrast the use of cash, credit, layaway, installment buying, etc.	C-1.- 3. same as above
D- demonstrate the skill needed for money management (comparison shopping, bank accounts, budget, consumer organizations, etc.).	D-1.- 3. same as above
E- show awareness of investment options available (stocks, bonds, money market, certificates of deposit, real estate, etc.).	E-1.- 3. same as above

F- show awareness of when assistance is needed and to contact the appropriate agency/source of help (family members, social worker, community and church agencies, private organizations).	F-1.- 3. same as above
G- identify the obstacles facing women, the elderly, minorities, etc. when applying for loans, credit, mortgages, etc.	G-1.- 3. same as above

IX. LIFESTYLE

The student will show knowledge of skills needed to develop a positive and satisfying lifestyle.

A- recognize verbal and non-verbal behaviors which reflect positive or negative attitudes (voice inflection, facial expressions, body posture, etc.).	A-1. a. Career Expl/Work Exp. b. coursework 2. a. Lifeskills worktexts b. Lifeschool 3. a. Filmstrips: Ed Design/McKnight b. Atkins VCR 4. a. Classroom/On-the-job Videotapes b. Classroom Discussions
B- identify general attitudes and behaviors that help people to relate to one another.	B-1.- 4. same as above
C- identify specific attitudes and behaviors that assist with people getting along with each other.	C-1.- 4. same as above

D- identify healthy ways of dealing with anger.	D-1.- 4. same as above
E- recognize self-image as the key to confidence and identify characteristics of confident behavior.	E-1.- 4. same as above
F- identify the characteristics of the different life stages and differentiate between positive and negative approaches to handling those changes.	F-1.- 4. same as above
G- identify problem solving techniques and implement same i.e. 1. identify the real problem 2. brainstorm solutions 3. look to the possibilities of each solution and choose.	G-1.- 4. same as above
H- recognize the need for personal goals and identify involved in setting and attaining them.	H-1.- 4. same as above
I- recognize the need for appropriate appearance and grooming.	I-1.- 4. same as above
J- recognize the need for appropriate manners and courteous behavior and implement them.	J-1.- 4. same as above
K- recognize how the media can contribute to stereotyping (men/women, age, minorities, etc.).	K-1.- 4. same as above

L- recognize how childrearing practices and education of children in America can determine their traditional roles in society.	L-1.- 4. same as above
M- recognize the importance of recreation and hobbies to the American lifestyle.	M-1.- 4. same as above

x. FUTURE TRENDS IN AMERICAN EMPLOYMENT

The student will learn about and discuss future trends in the American job market.

A- show knowledge of how historical events have necessitated changes in employment (growth of middle class, industrialization, coeducation, rise of computer age, world-wide conflicts, etc.).	A-1. Classroom Curriculum 2. Me and the Future/Ed Design 3. Current Events
B- hypothesize as to how the American job market is changing.	B-1. Same as above
C- speculate as to the present and future job possibilities for women as a major labor force.	C-1. same as above
D- discuss the impact of the changing role of women on the traditional family structure.	D-1. smae as above
E- discuss the creation of new jobs brought about by the microcomputer	E-1. same as above

revolution and the new role of
women in jobs (day care, etc.).

F- discuss the changing role of men in out present and future society.

F-1. smae as above

G- discuss the impact of sex equity in primary education.

G-1. same as above

ADDENDUM A

Arithmetic - Career Ladder Remedial

This is a planned program in remedial arithmetic designed to aid the student in gaining minimal competency skills in order to fulfill requirements for Career Ladder jobs.

The student will have taken a survey test to determine deficit areas and then will follow the teacher's instructions as to which portions of the packet are to be completed.

The packet includes goals and objectives in the areas of: reading and writing numbers, basic operations with whole numbers, fractions and decimals, percents, measurements, and reading gauges, dials, meters and tables.

The student will complete assignments with 80% accuracy before taking the Criterion Referenced Test available for each unit. The student will be expected to achieve 80% mastery of the material. This is necessary before teachers will make recommendations to employers that a student has mastered the task and can be relied upon to do the task on the job.

There are several workbooks which can accomodate the lessons and hands-on materials such as rulers and scales should be utilized wherever possible.

I-BASIC OPERATIONS:WHOLE NUMBERS; READING, WRITING AND DICTATION.

The student is able to:	Implementation
A- Read numbers; digits.	A-1-4 Computational Workshop - Globe Book Co. Chap 1
☐ 1.to 7 places	
☐ 2.to 4 places	
☐ 3.to 3 places	
☐ 4.from one to ten	
5. _____	
B- Write numbers; words.	B-same as above
☐ 1. to 7 places	
☐ 2. to 4 places	
☐ 3. to 3 places	
☐ 4. from one to ten	

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5. _____

C- Write, from dictation, digits and words.

C-same as above

|__| 1. to 7 places
|__| 2. to 4 places
|__| 3. to 3 places
|__| 4. one to ten
5. _____

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CONT. ADD, SUBTRACT, MULTIPLY AND DIVIDE WHOLE NUMBERS

D- Add whole numbers	D- Spectrum Math - Laidlaw Learning to Compute -Harcourt Brace, Jovanovich Basic Skills in Mathematics - Harcourt Flash cards, etc.
__ 1. to 6 numbers of 4 digits	
__ 2. to 4 numbers of 3 digits	
__ 3. to 2 numbers of 2 digits	
__ 4. the addition facts	
__ 5. _____	
E- Subtract whole numbers	E-same as above
__ 1. any two numbers	
__ 2. 2 numbers w/o regrouping	
__ 3. the subtraction facts	
__ 4. _____	
F- Multiply whole numbers	F-same as above
__ 1. any two numbers	
__ 2. tables through 12	
__ 3. tables through 10	
__ 4. tables through 5	
__ 5. _____	
G- Divide whole numbers	G-same as above
__ 1. any two numbers	
__ 2. to 3 digits w/remain.	
__ 3. to 2 digits w/o remain.	
__ 4. the division facts	
__ 5. _____	
H- Word Problems- All four operations	H-same as above
__ 1. all types, mixed	
__ 2. single operation	
__ 3. facts only	
__ 4. _____	

II- FRACTIONS- IDENTIFY PARTS, OPERATIONS.

A. Label fractions

|__| 1. numerator, denominator, proper, improper, mixed, lowest terms
|__| 2. _____
|__| 3. _____
|__| 4. _____
|__| 5. _____

A. Computational Workshop
Learning to Compute
Spectrum Math
Basic Skills in Math

B. Add fractions

|__| 1. any two fractions
|__| 2. mixed numerals
|__| 3. common fractions
|__| 4. _____

B. same as above

C. Subtract fractions

|__| 1. any two fractions
|__| 2. mixed numerals
|__| 3. common fractions
|__| 4. _____

C. same as above

D. Multiply fractions

|__| 1. any two fractions
|__| 2. mixed numerals
|__| 3. common fractions
|__| 4. _____

D. same as above

E. Divide fractions

|__| 1. any two fractions
|__| 2. mixed numerals
|__| 3. commmon fractions
|__| 4. _____

E. same as above

F. Word problems

|__| 1. all fractions and operations
|__| 2. single operation and all fractions
|__| 3. single operation and common fractions
|__| 4. _____

F. same as above

III- DECIMALS- PLACE VALUE, OPERATIONS, WORD PROBLEMS, CONVERSIONS

A. Read decimals; digits

|__| 1. to millionths
|__| 2. to thousandths
|__| 3. to hundredths
|__| 4. to tenths
|__| 5. _____

A- Computational Workshop
Learning to Compute
Spectrum Math
Basic Skills in Math

B. Write decimals; words

|__| 1. to millionths
|__| 2. to thousandths
|__| 3. to hundredths
|__| 4. to tenths
|__| 5. _____

B- same as above

C. Write, from dictation, digits and words

|__| 1. to millionths
|__| 2. thousandths
|__| 3. hundredths
|__| 4. tenths
|__| 5. _____

C- same as above

D. Add decimals

|__| 1. to 6 numbers of 4 digits
|__| 2. to 4 numbers of 3 digits
|__| 3. to 2 numbers of 2 digits
|__| 4. the addition facts
|__| 5. _____

D- same as above

E. Subtract decimals

|__| 1. any two numbers
|__| 2. 2 numbers w/o regrouping
|__| 3. the subtraction facts
|__| 4. _____

E- same as above

F. Multiply decimals

|__| 1. any two numbers/series
|__| 2. tables through 12
|__| 3. through 10
|__| 4. through 5
|__| 5. _____

F- same as above

G. Divide decimals — G- same as above

|__| 1. any two numbers
|__| 2. to 3 digits w/remain.
|__| 3. to 2 digits w/o remain.
|__| 4. division facts
|__| 5. _____

H. Word problems - decimals — H- same as above

|__| 1. all types, mixed
|__| 2. single operation
|__| 3. facts only
|__| 4. _____

I. Convert decimals to fractions — I- same as above

|__| 1. all types
|__| 2. common fractions, lowest terms
|__| 3. common fractions
|__| 4. _____

J. Convert fractions to decimals — J- same as above

|__| 1. all types
|__| 2. common fractions
|__| 3. _____

IV - PERCENTS - CONVERSIONS, WORD PROBLEMS

A. Convert decimal to % & visa versa.

|__| 1. all numbers
|__| 2. value less than 1%
|__| 3. value less than 100%
|__| 4. _____

A. Computational Workshop
Learning to Compute
Spectrum Math
Basic Skills in Math

B. Convert fraction to percent & visa versa

|__| 1. all numbers
|__| 2. common fractions
|__| 3. _____

B. same as above

C. Word problems

|__| 1. all types
|__| 2. decimal/percent
|__| 3. fraction/percent
|__| 4. _____

C- same as above

V - MEASUREMENTS- TIME, LINEAR, LIQUIDS, WEIGHT

A. Tell time

A- Spectrum Math- all

|__| 1. to the second
|__| 2. to the minute
|__| 3. to the quarter hour
|__| 4. to the half hour
|__| 5. to the hour
|__| 6. _____

Aa. Calculate basic operations

|__| 1. hours, minutes, seconds
|__| 2. hours, minutes
|__| 3. hours
|__| 4. _____

B. Linear measure

B- same as above - all
Math for the World of Work

|__| 1. fraction inch
|__| 2. inch
|__| 3. foot
|__| 4. yard
|__| 5. _____

Ba. Calculate basic operations

|__| 1. inches, feet, yards
|__| 2. inches, feet
|__| 3. _____

C. Measure liquids

C- same as above
beakers, etc.

|__| 1. gallons, quarts, pints
cups, ounces
|__| 2. _____
|__| 3. _____

Ca. Calculate basic operations

|__| 1. all types
|__| 2. _____
|__| 3. _____

D. Measure weights.

D- same as above
scales (various)

|__| 1. tons, pounds, ounces
|__| 2. pounds, ounces
|__| 3. pounds
|__| 4. _____

Da. Calculate weights

|__| 1. tons, pounds, ounces
|__| 2. pounds, ounces
|__| 3. pounds
|__| 4. _____

E. Measures linear metrics

Educational

|__| 1. meters, decimeters, millimeters
|__| 2. _____
|__| 3. _____

E. Life Skills Math, Math for the World of Work -

Design
rulers, scales, etc.

F. Measures liquid metrics

|__| 1. Liters. etc.
|__| 2. _____
|__| 3. _____

G. Measures metric weights

|__| 1. Grams, kilograms, etc.
|__| 2. _____
|__| 3. _____

VI- READING MEASUREMENTS- GRAPHS, DIALS, CHARTS, TABLES AND METERS

A. Reads graphs

A- Spectrum Math- Laidlaw

|__| 1. Bar graphs
|__| 2. Line graphs
|__| 3. Pie graphs
|__| 4. _____

B. Draws graphs

|__| 1. Bar graphs
|__| 2. Line graphs
|__| 3. Pie graphs
|__| 4. _____

C. Reads dials

C- Math for the World of Work

|__| 1. with different calibrations
|__| 2. W/O different calibrations
|__| 3 _____

D. Reads charts and tables

D- same as above

|__| 1. electrical, safety, etc.
|__| 2. taxes, interest, etc.
|__| 3. _____
|__| 4. _____

E. Operates calculator

E. all workbooks

|__| 1. all appropriate operations
|__| 2. to solve word rpoblems
|__| 3. to solve digit problems
|__| 4. _____
|__| 5. _____

CAREER LADDER PROGRAM - Language Arts Curriculum Objectives

text - English for the World of Work, Media Materials

I- Oral Expression and Listening Skills

The student will demonstrate job appropriate oral expression and listening skills.

A- will demonstrate the basic principles of cooperative class participation by showing evidence of class participation, and constructive interpersonal communication skills.

B- will read excerpts from various job/career descriptions, safety manuals, dand other materials to demonstrate their ability to read aloud.

C- will take notes from oral and written presentations and demonstrate the ability to follow directions.

D- will demonstrate appropriate techniques when participating in large or small group discussions. including: no interrrupting, no monopolizing of discussion, keeping to the topic, and demonstrate through responses that he/she is listening.

II - STUDY SKILLS

A- will bring proper materials to class (i.e. pen, pencil, text and notebook).

B- will demonstrate the ability to gather information about career related topics.

C- will submit assignments punctually

CRITICAL THINKING SKILLS

A- will use logic to solve problems presented in written materials and in class discussions.

B- will identify fact and opinion, basic thinking fallcies, and cause and effect.

C- will demonstrate the ability to make critical judgements on career-related media and literature studied in class; and present supporting arguments in oral and written work.

ADDENDUM B

JTPA CAREER LADDER

UNITS

1. Self-Investigation and Evaluation
2. Career Planning and Decision Making
3. Job Acquisition (Find Leads, Apply, Interview)
4. Job Retention
5. Practical Job Related Matters
6. Career Development

NOTE: The following materials are intended for use with out-of-school J.T.P.A. youth. Included are a career ladder instructional guide, an assessment guide, and a computer software index. These materials may be used in conjunction with other career ladder instructional and assessment materials to develop an individualized program for each client.

JTPA -- CAREER LADDER

Unit 1: SELF - INVESTIGATION AND EVALUATION

1. Career Self Analysis (Craven) Chapters 2 - 8
2. Getting and keeping a Job (Simonsen) Pages 7 - 9
3. Human Relations in Business Chapter 2, "Self-Understanding"
4. Job Search Education Part I, "What am I Worth?"
5. Independent Study for the World of Work Chapter 2, "Understanding Yourself."
6. Atkins Unit I, "Who Am I?"
7. Succeeding in the World of Work Chapter 5, "Understanding Yourself."
8. Activities for Succeeding in the World of Work Chapter 5, "Understanding Yourself."
9. Career Profile Analysis (MHS sheet)

M 10. Me and Jobs Unit I, "Me."

11. Exploring Careers - first half
12. Assessment Testing-Career
13. Achievement Testing (TABE and GED Practice Test)

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Unit 2: CAREER PLANNING AND DECISION MAKING

1. Exploring Careers (MHS) - second half
2. Career Directions Readings and Activities Unit I: Deciding on Your Career

M 3. Me and Jobs Pages 20 - 22 and pages 52 - 70

4. Succeeding in the World of Work Chapter 1, "You and Work;" Chapter 2, "Exploring Career Through Part-Time Jobs;" and Chapter 6, "Researching Careers."
5. Activities for number 4 Chapters 1, 2, 6.
6. Atkins Unit 2, "Types of Jobs" and Unit 5, "Choosing Best Job."
7. Understanding Psychology "The Work Experience," page 355
8. Job Search Education (EDI 326) Part II "Exploring What's Out There."
9. Independent Study for the WOW Chapter 3, "Researching Careers and Setting Goals."
10. Career Self Analysis (Craven) Chapter 1, "Career Analysis," page 1 and Chapter 9, "Career Resources and Addresses," page 97.
11. Working (Turked) Chapters applicable to identified career clusters.

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Unit 3: JOB ACQUISITION

A. Finding Leads

1. Succeeding in the World of Work Chapter 2, "Finding Job Openings," page 21.
2. Activities Succeeding in the World of Work page 17, "Sources of Job Leads;" page 18, "Locating Job Openings;" page 21, "Researching Job Vacancies."
3. Atkins Units 3 and 4, "Job Search."
4. The Work Book Chapter 5, "Person to Person" (phone contacts) and Chaper 7, "covering ALL Bases" (job elads), and Chapter 9, "The Job Search."

M 5. "Me and Jobs" pages 25, 27, 29, 31, 34, 36, 40, 41, 45, 46, and 48.

6. IS for WOW Chapter 4-1, "Making Job Kead Cards."
7. How You Can Get the Job You Want (Gardiner) Chapter 3, "How Can I Discover Job Opportunities?" Chapter 4, "Who Can Help Me to Get a Job?"
8. Getting Your Job (Ritch) pages 4-5, "Finding a Job."
9. Getting a Job Process Kit (Zedlitz) page 11, "Finding Job Leads."
10. How to Find and Apply for a Job (Kushner) Chapter 2, "Seeking Opportunities for Selling your Services."
11. How to Eat an Elephant (MHS)

B. Applying

1. How to Find and Apply for a Job Chapter 3, "Selling Your Services by letter of Application," page 25.
2. Getting a Job (Zedlitz) page 1 Resume, page 4 Letter of Application, page 8 Employment Application.
3. Getting Your Job (Ritch) Page 5 "Before Applying," pages 6 - 9 "Completing the Application Form."
4. How You Can Get the Job You Want Chapter 9, "When and How Can I Make Effective Use of Letters?" page 120.
5. Independent Study for the World of Work (Kimbrell) Chapter 4-4, "Filling Out an Application form," 4-5 "Writing and Revising Letters of Application," 4-6 Preparing a "Preparing a Personal Data Sheet."

M 6. Me and Jobs (EDI 320) Chapter 4, "Applications and Interviews."

7. Atkins Unit 8, "Applications"

8. Work Book Chapter 8, "Resumes."
9. Job Search Ed Part 3, "Paper Mountain"
10. Succeeding in the World of Work Chapter 3, "Applying for a Job."
11. Workbook for above Chapter 3, "Applying for a Job."

SE 12. Getting and Keeping a Job Chapter 6, "Your Job Search."

C. Interview

SE 1. Getting and Keeping a Job Chapter 7, "Interviews"
2. Succeeding in the World of Work Chapter 3, "Applying for a Job."
3. Workbook for Succeeding in the World of Work Chapter 3
4. Job Search Ed (EDI 326) Part IV, "The Job Interview."
5. The Work Book Chapter 6, "Eye to Eye-The Interview"
6. Atkins: Unit 9, "The Interview"
7. Me and Jobs (EDI 320): page 83 "My Interview with the Boss," page 86 "What the Boss Looks for in Me," page 82 "What Should I say?"
8. Individual Study for World of Work pages 84 - 90, "Interviews."

M 9. Getting Your Job (Ritch) page 9 - 11, "During the Interview."
10. Getting a Job (Zedlitz) page 13 - 19, "Interviews"
11. Business English Part IV, "Getting a Job"
12. Job Service Hand Out "Tips for Employment Interviews"
13. Mock Interviews
14. Video Interviews
15. Personal Hygiene

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Unit 4: JOB RETENTION

SE 1. Attitudes on Job (EDI 364) all

2. Individual Study for the World of Work Chapter 5, "On the Job."

3. Job Survival Skills (EDI 325) all

4. Atkins Unit 10, "Problems at Work."

5. Human Relations in Business Chapters 1, 3, 4, 5, 6.

6. Succeeding in the World of Work Chapter 8, "Human Relationships," Chapter 9, "Your Progress on the Job."

7. Workbook for Succeeding in the World of Work chapters 8 and 9.

SE 8. Getting and Keeping a Job (Simonsen) Chapter 8, "Keeping a Job," page 55.

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Unit 5: PRACTICAL JOB RELATED MATTER

1. Succeeding in the World of Work Chapter 7, "The Work Environment," and workbook.
2. Consumer and Career Math Chapter 4, "Income"
3. Math for Daily Living Chapter 4, "Personal Income," and Chapter 5, "Income Tax."
4. MHS Safety Packet
5. Succeeding in the World of Work Chapter 10, "Your Health and Safety."
6. MHS Unions Packet
7. Sociology Chapter 10, "Work Organization."

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Unit 6: CAREER DEVELOPMENT

1. Succeeding in the World of Work Chapter 20, "Planning for Success," and workbook

2. Job progression sheets done by Leslie Wilhelmsen.

SE: Special Education
M: Middle Level

JTPA CAREER LADDER MATERIALS--STUDENTS

A. Books & References

	Title	Publishers/Author
1.	How to Eat an Elephant	MHS
2.	Getting Your Job	Ed. Coop. S. Natick, Ma.
3.	How to Find and Apply for a Job	Kushner
4.	Getting a Job Processs Kit	Zedlitz
5.	How You Can Get the Job You Want	Gardiner
6.	Deciding on Your Career	Changing Times Ed. Series
SE 7.	Attitudes on the Job	EDI 364
SE 8.	Me and Jobs	EDI 320
9.	Career Profile Analysis	MHS
10.	Career Self Anyalsis	Craven and Muraski
11.	Independent Study for the World of Work	McKnight
12.	Succeeding in the World of Work	McKnight
13.	Activities for Succeeding in the World of Work	McKnight
14.	The Work Book	Farr, Gaither
M 15.	Job Survival Skills	EDI 325
16.	Job Search Education	EDI 326
17.	Human Relations in Business	Eggland Scott, Foresman
SE 18.	Getting and Keeping a Job	Simonsen
19.	Safety-Work Experience Packet (Test)	MHS
20.	Exploring Careers	MHS
21.	Consumer and Career Math-Chapter 4	Scott, Foresman
22.	Mathematics for Daily Living-Chapter 4	Lewis
23.	Sociology-Chapter 10 p. 178	Landis
24.	Business English-Part IV Getting a Job p. 248	Burnett, Dollar
25.	Understanding Psychology-Chapter 14 p. 355	Random House
26.	Atkins Life Skill Series 10 Units	
27.	Working	Terkel, Studs

B. Assessment Materials

1.	Taps Assessment Test	MHS
2.	Cops Inventory	Knapp
3.	Self-Directed Search	Holland
4.	Career Maturity Inventory	Crites (McGraw-Hill)
5.	Career Decision-Making System	Harrington/O'Shea)
6.	Vocational Exploration & Insight Kit (VEIK)	Holland

C. Computer Programs

1.	Easy Calc.	
2.	Basic - A Tutorial	Orbyte
3.	Word Pro 3	Prof. Software

J.T.P.A. COMPUTER SOFTWARE INDEX

I. MATH

A. Survival Math - Grade Level 7-12

1. Travel Agent - budget

2. Smart Shopper - estimation

3. Hot Dog Stand - planning and record keeping management

4. Foreman's Assistant - converts units of measure, area and perimeter, and construct a room

Skills needed

a. Whole numbers, estimation +, x, ÷
b. Decimals -+,-,x; estimation

c. Percent
d. Measurement/ areas/ units

B. Algebra Arcade Grade level - 3- adult

Game format

1. algebra
2. graphs
3. equations

C. In Search of the Most Amazing Thing

1. distance
2. direction
3. time
4. money

D. The Game Show

1. Algebra I
2. Equation Solving

E. Easy Lesson Easy Quiz

1. format a math lesson

II. English

A. Reading

1. Reading Professor

a. comprehension - scales, phrases, tachistoscope
b. speed reading - timed reading, ladders, stretching

1. ten units
2. student profiles
3. H.S., college, adult, professional

2. In Search of the Most Amazing Thing

a. reading for problem solving
1. distance, direction, time
2. economic and monetary principles
3. The Adventures of Smoke Bailey book for reading

3. The Game Show

a. Animals - name the animal
b. Change format to be:
1. books
2. magazines
3. any subject

B. Spelling

1. Spell IT. joystick optional
a. five levels from novice - grand master
b. master - spelling rules
c. learn difficult words
d. unscramble words

2. Word Attack
a. Builds vocabulary
1. adjectives
2. nouns
3. verbs
b. completion of sentences
c. multiple choice quiz
d. displays words
e. option for loading new words

3. Spellakazam
   a. game format, joystick optional
   b. sound effects
   c. grade level 2-8
   d. reviews spelling words

4. Subject and Verb Agreement

a. Sentence structure
b. usage in everyday use
c. writing correctly

5. Lucky's Magic Hat

   a, develops reading and memory
   b. creates original artwork
   c. Lucky's Prep for SAT
      1. subject areas (all)

6. Easy Lesson Easy Quiz
   1. Format English lesson

III. History/ Science

   A. History Flash
      1. American History
         a. Constitution
         b. Wars
         c. Expansion
         d. Women
         e. Inventors
         f. Presidents

      2. Game format

      3. Grade level 5-12

      B. The Game Show - 6-adult
      1. Constitution
      2. About Our Government

C. Great Maine to California Adventure
   1. Facts about Geography
   2. Facts about Economics
   3. Facts about statistics

D. People, Places and Things

1. history
2. science
3. social studies

E. You and Your World

1. geography
2. world culture
3. history

F. TIC TAC SHOW

a. Learning-ware for TIC TAC SHOW
   1. Fun with Facts II - math, language science, soc. studies
   2. History - famous battles
   3. Sports facts
   4. Foreign language Q & A

G. Easy Lesson, Easy Quiz

1. format history lesson
2. format science lesson

IV. Computer Literary

A. Commodore Training Kit

1. use of keyboard
2. use of disk drive
3. basic computer commands
4. color graphics taught
5. how to operate printer
6. how to write a program

B. Commodore Starter Kit

1. Personal Finance
   a. Word Processor- creates documents
   b. Mailing list - files and defines.

2. Introduction to Programming
   a. Basic Primer - guide to use of computer
   b. Intro to 6502 - non-technical introduction

3. Entertainment
   a. Light Cycles 64: game format, joystick optional
   b. Monopole 64: investment game

4. Graphics

   a. Kiddie Graphics - teaches directional concepts
   b. Spritemaker - creates graphic elements
      converts to "data" statements

5. Sound

   a. Musicmaker 64: Uses keyboard like a piano
   b. Programming the Sid - technical program for programming sound.

C. <u>BASIC,</u> A Tutorial Lessons include:

1. The Keyboard
2. Keywords "BASIC" building
3. On screen editing
4. Simple screen printing
5. The variable - mixing data types
6. Simple structures
   a. goto
   b. terminating programs
7. Arithmetic Operations
   a. +, -, x, ÷
   b. problem solving
   c. operations
8. Relational Operators
   a. less than
   b. greater than
   c. inequality
9. Logical operators
   a. and operator
   b. or operator
   c. not operator
10. Keyboard Input
    a. input statement
    b. function keys
    c. menus

11. String Handling

12. Mathematics

    a. absolute values
    b. trig. function
    c. logarithms
    d. Pi
    e. randomization

13. System utilities
    a. run statement
    b. clear statement

14. Program storage

    a. saving programs
    b. loading programs

15. More screen printing
    a. printing in color

16. Data handling techniques

17. Disc files

18. Disc utilities

    a. formating new disks
    b. copying files

19. Using the printer

    a. printing data
    b. controlling print position

20. Improving your programs
    a. using multistatement lines
    b. memory savers

D. <u>Easycalc 64</u>

    1. budget-making
    2. sales forecasts
    3. adds, calculates mean values
    4. records formulas
    5. formats new commands
    6. contains a tutorial
    7. teaches all the mathematical functions
    8. replicates formulas

E. Easy Lesson Easy Quiz - format computer test

V. Other General Software

a. Typing Tutor - teaches typing
b. Mastertype - increases speed
c. Okimate (printer)
   1. learn to print
   2. color screen print

d. Commodore test demo

e. Kwik-Load
   1. loads 200% faster
   2. copies disks 300% faster

f. Easy Lesson Easy Quiz
   1. format career testing
   2. format interview

JTPA CAREER LADDER

ASSESSMENT

I WEEK #1

a. Interview client

1. Determine education
   a) HS graduate
   b) non-graduate
   c) GED prep
   d) adult ed candidate
   e) Grade level (last completed)

2. Determine career readiness
   a) pre-employed
   b) first time employment sought
   c) more vocational training

3. Determine stability
   a) short-term (immediate)
      1. drug abuse (drug-alcohol)
      2. mental problems
      3. family problems (children) etc.
      4. other
      5. part time or full time

   b) long term (1-2 week trial)
      1. learning disability
      2. physical disability
      3. tardiness
      4. absenteeism
      5. other

b. Academic testing (used for both grads and non-grads)

1. Use TABE predictor
2. Administer GED predictor
3. Use computer for general SAT-type tests
4. Use GED scores for grads if available
5. Get HS transcripts

c. Career testing

1. Administer COPS
2. Self directed search
3. Career decision-making
4. Vocational exploration and insight kit

5. Career Maturity Inventory

   a) Attitude scale (feelings toward making career choice)

   b) Competance test (knowledge about occupations)

6. PAYES

II. WEEK #2

Individual Career Goals

1. Get certified at job service site

2. TAP software - for dexterity testing - given at HS
   a. assesses talent
   b. determines potential

3. Typing tests
   a. use of computer (self testing)
   b. use of typewriter (given by teacher)

4. Filing tests
   a. alphabetical
   b. numerical
   c. vocab. skills - general office

5. Computer literacy tests
   a. use of computer
   b. test level of porgramming

6. Follow Unit I: self investigation and evaluation
   a. Read career self-analysis, ch. 2-8
   b. Follow with 2-11 on individual basis

III. WEEK #3

1. More self investigation and evaluation continued

2. Introduction to individual learning kits

   a. food service, safety skills
   b. vocab. skills - billing and cust. service
   c. vocab. skills - general office
   d. basic measurement math
   e. cleaning maintenance
   f. telephone communications
   g. daily business communications
   h. what is a sales person

i. following directions on machines
j. Lifeschool computer program
k. medical care
l. first aide - for all students
m. practicing the writing process
n. mail sorting program kit
o. small parts training program kit
p. hospital occupations kit
q. know and grow kit
r. adapt-a-math kit
s. child care cluster
t. cooking and baking cluster
u. retailing cluster
v. metal w orking filmstrips
w. basic clerical skills
v. intro. to selling
y. merchandising/food service
z. food preparation
    1. skills and equipment
    2. store shrinkage

IV WEEK #4

A. Job Acquisition

1. Follow "Unit 3"

a. finding leads
b. applying for a job
c. interviews
d. go to Aetna for general interview given by Maureen Morse

2. Personal hygiene

a. filmstrips
b. self care
c. staying healthy
d. value of personal hygiene

V WEEK #5

A. Job retention

1. refer to"Unit 4"

a. basic job skills program language
b. lifeskills listening
c. special needs skill book lab.
d. job survival skills

e. L.S. attitudes on the job
f. first jobs complete
g. five first jobs
h. behavioral attitudes competences intructional kit

VI WEEK #6

Career Development

1. follow "unit 6"
2. actively go on job interviews
3. complete assignments from weeks 1-6
4. show Around the Corner videos
   a. income tax
   b. budget
   c. buying a car
   d. banking and checking accounts
   e. finding a home
5. actively follow-up on job leads
6. teach how to fill out a W@ form
7. discussions on coverage to look for when finding a job
   a. medical
   b. dental
   c. life
   d. auto-home (only if it applies)